

THOMAS HARDYE SCHOOL

JOB DESCRIPTION

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

OVERALL RESPONSIBILITY

- To provide clear, cohesive leadership and direction in teaching and learning and special educational needs
- To build and develop a specialist team, working to enhance the professional skills of others through targeted training and development.
- To contribute to the strategic development of the school by implementing whole school new initiatives, monitoring and reporting on key outcomes
- Ensure the SEN department meets specific and measurable targets
- To take responsibility and be accountable for tracking student attainment and achievement.
- To provide strategic leadership across the school in order to support students with special educational needs and allow them full access to the curriculum.

SECTION 1 - GENERAL MANAGEMENT DUTIES

Leadership

1. Contribute to the overall strategic direction and delivery of the school's aims and objectives.
2. To champion best practice in the area of special educational needs, demonstrating teaching skills and leadership qualities necessary to encourage commitment to raising standards.
3. Scrutinise and monitor the performance and effectiveness of the department in delivering the school's aims and objectives.
4. Play a major role in the school's middle management structure, attending leadership meetings as required
5. Contribute to school evaluation and ensure the department contributes towards the setting of targets and works towards achieving them.
6. Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of the school, including its policies and their implementation
7. Proactively devise and implement departmental rules and procedures within relevant school policies.
8. Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the department.
9. Develop and maintain effective methods of communication with the headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
10. Identify and applaud areas of success for individual staff and the department.
11. Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. consult when writing the improvement plan.
12. Chair and produce the agenda for effective department meetings. Ensure minutes are taken and distributed as appropriate.

13. Implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of all SEN students
14. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
15. Deploy all department staff effectively, including teaching assistants.
16. Liaise with other staff on the effective deployment of any teacher assistants.

Curricular/Departmental Development

1. Contribute towards continuity and progression within the whole school curriculum.
2. Oversee the Department Improvement Plan, its implementation and the part it plays in the whole school development.
3. Monitor and evaluate the work of the department; take the initiative in identifying strategies to support consistency of practice, collaboration, reflection and be a lead practitioner in the team.
4. Ensure that the department supports the school's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, Equal Opportunities, Child Protection.
5. Create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and pupils by offering leadership and advice.

Stock/Resources/Budget

1. Have oversight of the management of the department stock.
2. Ensure timetable provision is effectively resourced and roomed to enable maximum benefit to staff and students.
3. Plan and budget the financial activities of the running of the department and oversee ordering of resources
4. Authorise stock disposal in accordance with department and school policies.
5. Devise systems for storing resources in such a way as to enable quick and easy access by all staff and students where appropriate.
6. Ensure resources are adapted to suit the needs of all students by supporting and advising individual subject areas

Liason/Communication

1. Communicate daily with department team members, making positive and constructive comments about work and student progress and keeping up to date with personal information, wider aspects of the school agenda, recreation opportunities and enjoyment and professional development.
2. Meet regularly and work with the 'SLT link' for professional support and develop effective departmental management.
3. Work closely with the SLT to promote the successful image of the school in the community.
4. Oversee and monitor the accuracy of exam entries and access arrangements for students who are deemed to need them
5. Act as the initial person for others to contact regarding all issues relating to special educational needs.
6. Liaise with colleagues from other key stages and sectors in order to provide a smooth transition between schools and phases for all students with special educational needs.
7. Develop constructive relationships with key members of the school and community and provide helpful and timely responses to parent/carer enquiries.

8. Work with LA staff, subject advisors and strategy managers to support and influence the work of all in the department.

Health and Safety

1. Undergo Basic First Aid training and update courses as required
2. Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with health, safety & welfare.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Develop skills and knowledge for mentoring and coaching colleagues.
4. Maintain a professional learning log and portfolio of evidence to support the performance management process - evaluating and improving own practice.

Continuing Professional Development - Staff

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective performance management programme, making use of, where appropriate, other sources of expertise.
2. Consider the expectations and needs of other members of staff, and in particular ensure that trainees and NQTs are appropriately monitored, supported and assessed in relation to QTS and Induction standards and those of the school.
3. Carry out appraisal of certain teachers and teacher assistants as required by the performance management programme and use the process to develop the personal and professional effectiveness of each member of staff.
4. Assist the headteacher, by providing relevant evidence as requested, in assessing staff for threshold and performance pay progression.
5. Through a process of monitoring and evaluation, within the School Improvement Plan context and performance management system, establish the professional development focus for the coming year for each member of the department.
6. Meet regularly with colleagues to discuss, review and monitor progress.
7. Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.
8. Work with other teachers to develop practice by:
 - leading professional development activities;
 - assisting colleagues in matching teaching approaches to learning styles;
 - establishing a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
 - acting as consultant to teams that develop strategies for students experiencing difficulties;
 - supporting staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills or teaching support skills;

- trialling teaching procedures, reporting back on successes and areas for further development and be open to colleagues contributions and judgements;
 - network with professionals at other / similar / feeder schools to enhance learning opportunities for staff;
 - mentor and coach members of the team to support and improve practice
 - support government and local initiatives as required.
9. Create time for professional development of staff by efficient use of meetings time.
 10. Lead in the use of 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; taking the lead in collaborative planning sessions; provide additional student support or any activity directed by the headteacher.
 11. Maintain a professional portfolio of evidence and departmental learning log to support the performance management process.

SECTION 2 - SPECIAL EDUCATIONAL NEEDS SPECIFIC DUTIES

1. Take responsibility for the day-to-day operation of the SEN provision particularly the identification, assessment and subsequent support offered to students.
2. Maintain the SEN register, provision map and implement the procedures required by the current Code of Practice.
3. Ensure that all appropriate staff read the Statements of Need, are familiar with the SEN policy and refer students in need of assessment regarding possible special educational provision.
4. Create, maintain and distribute IEPs for all pupils with Special Educational Needs at appropriate intervals, and use IEPs to evaluate the effectiveness of teaching and learning.
5. Liaise with all Coordinators and subject leaders to effectively deliver SEN, and ensure all students make at least expected progress.
6. Liaise closely with the coordinators for Literacy and Numeracy.
7. Assist the Governing Body to discharge their statutory responsibilities in relation to SEN and to keep them well informed as to the implementation of the SEN policy. The annual report on the SEN provision should be produced by the SENCO and presented to the Governors.
8. Manage the Department's contribution to school performances and extra-curricular activities and visits - in particular helping and advising on participants with SEN.
9. Respond to surveys and consultations on SEN provision as required
10. Advertise, interview and recruit staff as required
11. Manage the system of reviews and attend case conferences as required
12. Deploy teaching assistants to ensure maximum efficiency and maximum effectiveness within the designated budget and ensure that each student's entitlement is being met
13. Attend parent consultation evenings as required

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

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